

The Excellence in Teaching Project

CHICAGO PUBLIC SCHOOLS • WWW.CHICAGOTEACHEREXCELLENCE.ORG



Resource Guide for Teachers

CPS Framework for Teaching



SY 2009-2010

The Excellence in Teaching Project

CHICAGO PUBLIC SCHOOLS • WWW.CHICAGOTEACHEREXCELLENCE.ORG



E-mail: TeacherExcellence@cps.k12.il.us ♦ **Fax:** (773) 553-2031 ♦ **Mail Run:** GSR 125, 2nd floor

Table of Contents

| | |
|---|----|
| Welcome to the Excellence in Teaching Project..... | 1 |
| Charlotte Danielson's Framework for Teaching | 2 |
| The CPS Framework for Teaching..... | 5 |
| Nuts and Bolts of the CPS Framework at Your School..... | 6 |
| Research Study on the CPS Framework..... | 9 |
| Learning More about the Framework..... | 10 |

WELCOME TO THE EXCELLENCE IN TEACHING PROJECT

Welcome! Your school will participate in the Excellence in Teaching Project for the 2009-10 school year. This project uses Charlotte Danielson's Framework for Teaching to establish a common definition of effective teaching for all Chicago public schools.

**The Framework for Teaching is
Chicago Public Schools'
definition of excellent teaching.**

The Excellence in Teaching Project seeks to transform instructional practice in Chicago Public Schools through the use of the Framework for Teaching to define effective practice, encourage conversations about instruction, and identify areas for professional growth. The Excellence in Teaching Project emphasizes:

CLARITY

A common definition of effective teaching
for all schools

CONVERSATION

Meaningful discussion and collaboration
about teaching practice

CHANGE

Continuous advancement for all teachers
and greater impact on student learning

As part of the Excellence in Teaching Project, your principal will incorporate the Framework for Teaching into teacher observations and conferences.

In the 2008-09 school year, 44 elementary schools were randomly selected in four Areas (2, 8, 13, and 16) to pilot the Framework as part of the Excellence in Teaching Project. Fifty elementary schools have been added to the Project for the 2009-10 school year. Eventually, all elementary and high schools will use the CPS Framework for Teaching to guide conversations about effective teaching practice.

Funding and Support:

The McDougal Family Foundation is generously providing financial support for this project. The Consortium on Chicago School Research has partnered with CPS to investigate the usefulness of the Framework as well as to gauge how it is being received by pilot participants; the Joyce Foundation is funding this two-year study.

CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING



Charlotte Danielson, the creator of the Framework for Teaching, has worked in the education field at all levels: she's taught kindergarten through college and also worked as an administrator, curriculum director and staff developer. She helped to develop the Praxis III, which served as the research base for the Framework. Ms. Danielson has also been intimately involved with the National Board Certification process and the Teacher Advancement Program (TAP).

The Framework for Teaching has been adopted by hundreds of school districts around the country, including Cincinnati, the entire state of Delaware, and many districts in Illinois including Elgin, Rockford, Evanston, and Chicago.

The Excellence in Teaching Project implements the CPS Framework for Teaching (Form 1), adapted with permission from Charlotte Danielson, which can be found in the Appendix.

The Framework is organized into four domains and 22 components. Evidence can be gathered for all components, although only domains 2 and 3 are usually observed during a classroom lesson (more about that in the next section). The four Framework domains are as follows:

➤ **Domain 1: Planning and Preparation**

Defines how a teacher organizes the content that the students are to learn—how the teacher *designs* instruction. All elements of the instructional design—learning activities, materials, assessments, and strategies—should be appropriate to both the content and the students. The components of domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

➤ **Domain 2: The Classroom Environment**

Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of domain 2 are demonstrated through classroom interaction and are observable.

➤ **Domain 3: Instruction**

Consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like domain 2, the components of domain 3 are demonstrated through teacher classroom interaction and are observable.

➤ **Domain 4: Professional Responsibilities**

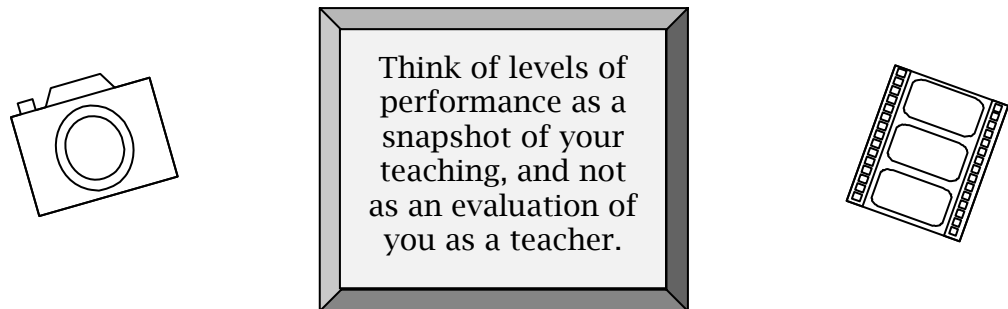
Encompasses the professional's role outside of the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the schools, the district, and to the profession as a whole. The components in domain 4 are demonstrated through teacher interactions with colleagues, families, and the larger community.

The Framework for Teaching is organized in a four-square grid, with the domains displayed in a clockwise order. This design choice is deliberate; it reminds us that planning precedes the work in the classroom, a strong classroom environment must be in place for instruction to occur, and upholding professional responsibilities leads to better planning. Each domain has 5-6 components, which describe distinct aspects of teaching practice.

| CPS Framework for Teaching | |
|--|---|
| Domain 1: Planning and Preparation <ul style="list-style-type: none"> 1a Demonstrating knowledge of content and pedagogy 1b Demonstrating knowledge of students 1c Setting instructional outcomes 1d Demonstrating knowledge of resources 1e Designing coherent instruction 1f Designing student assessment | Domain 2: The Classroom Environment <ul style="list-style-type: none"> 2a Creating an environment of respect and rapport 2b Establishing a culture for learning 2c Managing classroom procedures 2d Managing student behavior 2e Organizing physical space |
| Domain 4: Professional Responsibilities <ul style="list-style-type: none"> 4a Reflecting on teaching 4b Maintaining accurate records 4c Communicating with families 4d Participating in a professional community 4e Growing and developing professionally 4f Demonstrating professionalism | Domain 3: Instruction <ul style="list-style-type: none"> 3a Communicating with students 3b Using questioning and discussion techniques 3c Engaging students in learning 3d Using assessment in instruction 3e Demonstrating flexibility and responsiveness |

The CPS Framework for Teaching has been modified slightly, with permission, from Charlotte Danielson's Framework for Teaching.

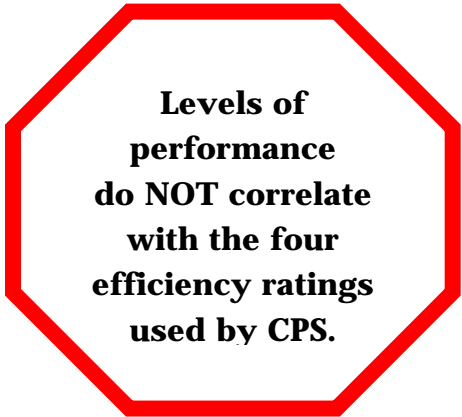
The Framework for Teaching defines four levels of performance for each component. The levels of performance describe **teaching practice** for a specific lesson (not the teacher).



The levels of performance are defined as follows:

| DISTINGUISHED | | | |
|---|--|---|--|
| Refers to professional teaching that <i>innovatively</i> involves students in the learning process and creates a true community of learners. Teachers performing at this level are <i>master teachers and leaders in the field</i> , both inside and outside of their school. | | | |
| PROFICIENT | | BASIC | |
| Refers to successful, professional teaching that is <i>consistently at a high level</i> . It would be expected that most experienced teachers would frequently perform at this level. | | Refers to teaching that <i>has the necessary knowledge and skills</i> to be effective, but its application is <i>inconsistent</i> (perhaps due to recently entering the profession or recently transitioning to a new curriculum, grade level, or subject). | |
| UNSATISFACTORY | | | |
| Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is <i>doing harm</i> in the classroom. | | | |

Evidence on Framework components will be gathered through classroom observations, artifacts such as parent logs and student work, and conversations about practice. Teachers usually demonstrate varying degrees of proficiency on different components. Such variation is to be expected since no one ever gets everything perfect all of the time. The expectation for new teachers is they would perform at the basic level most of the time. Experienced teachers' practice should be at the proficient level for most components most of the time. In fact, Charlotte Danielson describes the distinguished level of performance as a place we'd all like to visit, but where no one ever lives.



THE CPS FRAMEWORK FOR TEACHING

As part of the Excellence in Teaching Project, the Framework for Teaching and related processes have been added to the Local School Criteria of the teacher evaluation “checklist” (Appendix, Form 5A). In addition to the Framework, a structured pre-observation conference and more reflective post-observation conference protocol have been added to the traditional evaluation process. These steps will deepen your conversations with your administrators, focusing the discussion on your professional growth.

Evidence of teaching practice using the CPS Framework for Teaching comes in many forms. See the table below for examples of the evidence your administrator(s) may observe during a lesson (for domains 2 and 3) or that you may gather outside the classroom (for domains 1 and 4).

• Sample Evidence for Each Framework Component •



| Evidence gathered by YOU | Evidence observed in the classroom |
|---|---|
| <p>Domain 1: Planning and Preparation</p> <p>1a: History lesson connected to current events</p> <p>1b: Student inventory at beginning of year; used to inform lesson plans</p> <p>1c: Teacher collaborated with other teachers to develop unit outcomes</p> <p>1d: Trade books used to develop and enhance lesson plans</p> <p>1e: Individual book/library bags prepared for students based on their abilities</p> <p>1f: Rubric for grading persuasive essay designed by students</p> | <p>Domain 2: The Classroom Environment</p> <p>2a: Teacher knelt next to student's desk to answer a question</p> <p>2b: Teacher modeled how she came to the answer of a math problem</p> <p>2c: Students took attendance while teacher distributed materials for class work</p> <p>2d: All students had their eyes on the teacher as he was speaking</p> <p>2e: Student asked teacher to close the window shades so she could see the overhead; teacher complied and thanked her for the good idea</p> |
| <p>Domain 4: Professional Responsibilities</p> <p>4a: Teacher reflected on teaching and makes adjustments to plans: How can I improve? What would I change? Were my students engaged?</p> <p>4b: Anecdotal notes and records are updated daily</p> <p>4c: Planned evening tutorial for parents to learn how to access the new electronic grading system</p> <p>4d: Participated in committee to select textbooks for the following year</p> <p>4e: Invited colleagues into teacher's classroom to offer feedback on his teaching style</p> <p>4f: Decision-making in the classroom is supported by assessment data</p> | <p>Domain 3: Instruction</p> <p>3a: Directions for activity were written on the board before the class began</p> <p>3b: Teacher asked, “Do you think this action was justified?” Student answered. Teacher followed up: “How do you know?” Student responded.</p> <p>3c: All students worked in groups to read a text at their instructional level, discuss and respond in writing to questions</p> <p>3d: Teacher circulated around the room and provided individual feedback to students</p> <p>3e: Teacher used a teachable moment: “Thanks for bringing that up! Let's talk about the patterns we see on that chart.”</p> |

NUTS AND BOLTS OF THE CPS FRAMEWORK AT YOUR SCHOOL

Each formal observation series has three parts: the pre-observation conference, the observation, and the post-observation conference. All the forms you need are in the Appendix of this guide.

1. Pre-observation Conference – Domain 1

The pre-observation conference is a brief (15 – 20 minute) meeting a few days before your scheduled observation. You and your principal or assistant principal (whoever is conducting the observation) will discuss the objectives for the lesson.

Prior to the conference, you should review the *Interview Protocol for a Pre-Observation Conference* (Form 2), which provides some guiding questions about your students and the lesson that will be observed. You don't need to fill it out – just be ready to discuss your answers, which will give your administrators more insight into what he or she will see during the observation.

Allow about
15 minutes
to prepare
for your
conference.

FORM 2: INTERVIEW PROTOCOL FOR A PRE-OBSERVATION CONFERENCE

It is at the teacher's discretion to complete the form. However, the teacher must be prepared to discuss these questions at the pre-observation conference. Refer to the CPS Framework for Teaching in preparation for the pre-observation conference.

| | |
|--|--|
| Name of Teacher: | |
| School: | |
| Grade Level/Subject(s): | |
| Name of Observer: | |
| Date of Pre-Observation Conference: | |
| Date of Scheduled Classroom Observation: | |
| Type of Lesson: | |
| Learning Outcomes: (1c) | |

Evidence will be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?

Component Focus: Domain 2: _____ Domain 3: _____

Interview Protocol for a Pre-observation (Planning) Conference

Questions for discussion:

1. To which part of your curriculum...
2. How does this learning "fit" in the sequence of learning for this class? (1b, 1e, 1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What do you want the students to understand? (1c, 1f)

Choose a component from each domain on which you would like extra feedback.

Each question lists the related Framework components in parentheses. Review the components using Form 1 to help you think about the question.

For example, this question refers to 1c and 1f. To address 1c, state the instructional outcomes as goals that can be assessed, reflecting high-level learning and curriculum standards. The goals should be attainable for most students in the class and represent different types of learning. To address 1f, describe how your assessment plan aligns with your goals, using clear criteria. Share if you have modified assessments for individuals. Explain how the assessment results will shape future lessons.

2. Observation – Domains 2 & 3

Your administrator will arrive at your classroom in time for the lesson you discussed during your pre-observation. Most observations last the duration of a lesson.

During the observation, the observer (either your principal or assistant principal) will write down what he or she sees and hears – for example, what questions you’re asking, how students respond, and details around the presentation of a new concept. You will see your administrator writing furiously to capture this evidence of your practice.

3. Post-observation Conference – Domains 1, 2, 3 & 4

As soon as practical after the observation is completed, reflect on your lesson and work through the questions on the *Written Protocol for the Post-Observation Conference – Reflection Questions* (Appendix, Form 4). You might find it helpful to pull out the Framework again, so you can reflect on the components listed in the form below.

Your administrator will use this form to guide your conversation in the post-observation conference.

This form is meant to help you reflect on what just happened in your lesson, what made it successful, or how it could have been more effective.

Reflect on your teaching as soon as possible after your observation.

FORM 4: WRITTEN PROTOCOL FOR THE POST-OBSERVATION CONFERENCE Reflection Questions (Required)

The teacher is **required** to complete this form and turn it in to the appropriate administrator prior to or at the post-observation conference. Refer to the CPS Framework for Teaching when completing this form.

| | |
|--|--|
| Name of Teacher: | |
| School: | |
| Date of Classroom Observation: | |
| Date of Scheduled Post-Observation Conference: | |

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3d, 3c)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)
4. Did you depart from your plan? If so, how, and why? (3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

Notice the components listed next to the questions. Look back to the Framework to guide your reflection; when possible, address each pertinent portion of the description in your answer.

Your administrator has a role immediately following the observation too. He or she will take all the evidence (notes) gathered during the observation, align it to the Framework components, and assign a preliminary level of performance for each component.

At the post-observation conference, you and your principal or AP will debrief about what he or she saw and what you thought about the lesson, using Form 4 (the reflection questions) and a copy of the Framework with evidence from your observation. Both forms will guide your conversation about highlights of the lesson and specific areas where you can focus improvement efforts.

Your post-observation conference should take place within ten days of your lesson. After the conference, your administrator will finalize the levels of performance for the lesson observed and give you a copy. You'll have to sign the Classroom Teacher Visitation Form (Appendix, Form 5B) to acknowledge adherence to all contractual processes.

More information about Domains 1 & 4

You may also wish to share other information about your teaching practice at the post-observation conference. Domains 1 and 4 are your opportunity to showcase all your evidence from the behind-the-scenes work that supports classroom instruction. You are already doing and, in many cases, documenting this work; it's a matter of sharing it with your principal and assistant principal(s). Some of the information you might already have includes:

- Up-to-date lesson plans and grade book;
- Logs of communication with parents and the community, school volunteer activities, and professional development courses;
- Data you collect and use to drive instruction; and
- Whatever else you have in your bag of tricks!

TIP: Check in with your mentors and colleagues about the ways they document planning and preparation (domain 1) and their professional responsibilities (domain 4). Share your artifacts as well and solicit feedback from colleagues; together, you'll come up with your own set of best practices for domains 1 and 4.

RESEARCH STUDY ON THE CPS FRAMEWORK



The Consortium on Chicago School Research has been commissioned to study the use of the CPS Framework for Teaching as an observation and evaluation tool. Researchers are examining the Framework's use in the pilot schools during the 2008-09 and 2009-10 school years.

The Consortium hopes to answer the following research questions:

1. How reliable is the Framework as an evaluation tool?
2. How useful and fair are the pilot processes?
3. How thoroughly is the Framework implemented across all schools?
4. How does the Framework impact schools' climate and professional community?

In addition to the administrator interviews, teacher focus groups, and a teacher survey, the Consortium will do some statistical analysis around the inter-rater reliability of the Framework (research question #1). At some schools, data will be gathered through classroom observations by independent observers, either alongside administrators or apart from them.

The independent observers are current CPS veteran teachers. They will be collecting evidence in a similar manner as your principal during his/her observation, but the independent observer is NOT evaluating you. The independent observer is evaluating the Framework itself and how principals are using it. Observation notes from the observers will not be shared with anyone at your school—not even your principal.

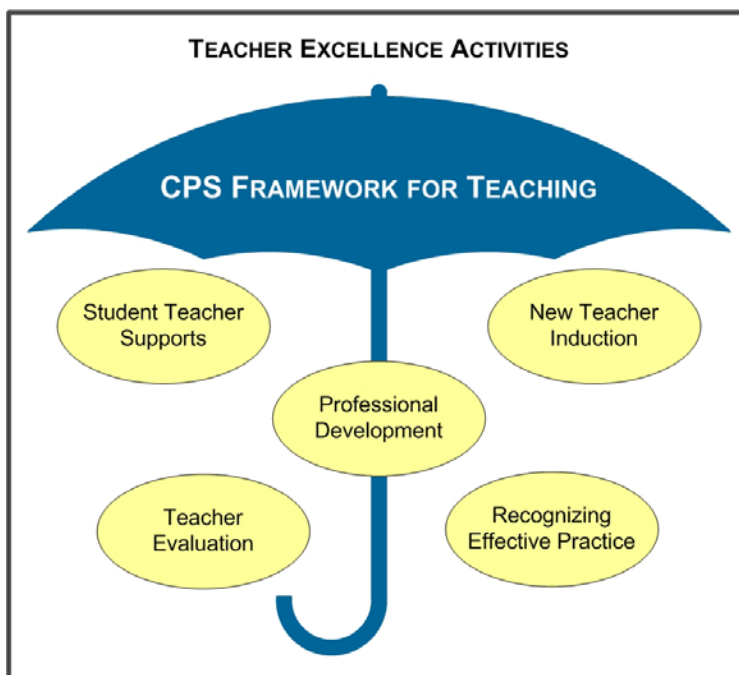
If you are randomly selected to be observed, you will be contacted directly by the independent observer and/or the Excellence in Teaching Project.

You can learn more about the Consortium on Chicago School Research at <http://ccsr.uchicago.edu>.

LEARNING MORE ABOUT THE FRAMEWORK

The Framework is everywhere!

The CPS Framework for Teaching defines teacher excellence. All teacher supports at CPS will use the common language of the Framework to improve teacher practice. The following activities fall under the umbrella of the Framework for Teaching:



Getting Started

Even though your school won't begin using the Framework until September 2009, all teachers and schools can continue to build a culture of professional growth using the CPS Framework for Teaching. Starting now, you can:

- Become familiar with the Framework's language and terminology
- Reflect on teaching practice using the Framework
- Engage in discussions and peer observations using the Framework

Teachers in their first year of the Excellence in Teaching Project will participate in at least two trainings about the Framework for Teaching. You will also have the opportunity to join other teachers in your school to form a Framework study group. The study group participants can choose to be part of a Framework-focused book study, participate in peer observations, or watch videos of good teaching as seen through the lens of the Framework, while earning CPDUs. Contact us at TeacherExcellence@cps.k12.il.us to learn more!

Questions? Comments?

For more information on the Framework for Teaching or the Excellence in Teaching Project, please visit our website at www.ChicagoTeacherExcellence.org.

APPENDIX: USEFUL FORMS

Form 1: The CPS Framework for Teaching

Form 2: Interview Protocol for a Pre-Observation Conference

Form 3: Unit Administrator's Notes from Class Observation

Form 4: Written Protocol for the Post-Observation Conference (Reflection Questions)

Form 5A: Classroom Teacher Visitation

Form 5B: Post-Observation Framework Feedback Form
(Framework with space for evidence and self-reflection)

Electronic copies of all forms can
be found on the Excellence in
Teaching website:

www.ChicagoTeacherExcellence.org



Or e-mail TeacherExcellence@cps.k12.il.us.

CPS FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|---|---|
| <i>1a: Demonstrating knowledge of content and pedagogy</i> | Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| <i>1b: Demonstrating knowledge of students</i> | Teacher demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| <i>1c: Setting instructional outcomes</i> | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| <i>1d: Demonstrating knowledge of resources</i> | Teacher demonstrates little or no familiarity with resources, including appropriate technology to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. | Teacher demonstrates some familiarity with resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge. | Teacher is aware of the resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources, including appropriate technology in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| <i>1e: Designing coherent instruction</i> <i>Use of appropriate of data</i> | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. |
| <i>1f: Designing student assessment</i> | Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction. | Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students. |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

CPS FRAMEWORK FOR TEACHING

Domain 2: The Classroom Environment

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|---|
| <i>2a: Creating an environment of respect and rapport</i> | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |
| <i>2b: Establishing a culture for learning</i> | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work. | Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work. | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for and knowledge of students' diverse cultures, with students demonstrating pride in their work. | High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Teacher and students demonstrate high levels of respect for and knowledge of diverse student cultures. |
| <i>2c: Managing classroom procedures</i> | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| <i>2d: Managing student behavior</i> | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| <i>2e: Organizing physical space</i> | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities. | Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective. | Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable). | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

The building should collaboratively develop a school-wide plan to ensure positive student behavior.

CPS FRAMEWORK FOR TEACHING

Domain 3: Instruction

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|--|--|
| <i>3a: Communicating with students</i> | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions. |
| <i>3b: Using questioning and discussion techniques</i> | Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. | Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful. | Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| <i>3c: Engaging students in learning</i> | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures. | Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures. |
| <i>3d: Using Assessment in Instruction*</i> | Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students,* monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand. | Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students. | Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests. | Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

*It is acknowledged that when student assessment data that accurately measure student growth are available, student learning outcomes will be addressed and incorporated into the system.

CPS FRAMEWORK FOR TEACHING

Domain 4: Professional Responsibilities

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|--|
| <i>4a: Reflecting on Teaching</i> | Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson. | Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved. | Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies. |
| <i>4b: Maintaining Accurate Records</i> | Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion. | Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective. | Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective. | Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance. |
| <i>4c: Communicating with Families*</i> | Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. | Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate. |
| <i>4d: Participating in a Professional Community</i> | Teacher avoids participating in the job-embedded** professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues. | Teacher becomes involved in the job-embedded** professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues. | Teacher participates actively in the job-embedded** professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues. | Teacher makes a substantial contribution to the job-embedded** professional community, and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues. |
| <i>4e: Growing and Developing Professionally</i> | Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Teacher's participation in job-embedded** professional development activities is limited to those that are convenient or are required. | Teacher engages in opportunities for job-embedded** professional development that is based on a self- assessment of need. | Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers. |
| <i>4f: Demonstrating Professionalism</i> | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to child-centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to "get by." | Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations. | Teacher assumes a leadership role in ensuring that school practices, decisions and procedures ensure that all the students' interests are addressed. Teacher displays the highest standards of ethical conduct. |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

*It is understood that the support of the building administrator is essential for the teacher to be successful

**Job-embedded means during the school day - Participation in school or district events outside of the school day will not affect the teacher's summative rating.

THE EXCELLENCE IN TEACHING PROJECT

FORM 2: INTERVIEW PROTOCOL FOR A PRE-OBSERVATION CONFERENCE

It is at the teacher's discretion to complete the form. However, the teacher must be prepared to discuss these questions at the pre-observation conference. Refer to the CPS Framework for Teaching in preparation for the pre-observation conference.

| | |
|---|--|
| Name of Teacher: | |
| School: | |
| Grade Level/Subject(s): | |
| Name of Observer: | |
| Date of Pre-Observation Conference: | |
| Date of Scheduled Classroom Observation: | |
| Type of Lesson: | |
| Learning Outcomes: (1c) | |

Evidence will be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the evaluator to pay special attention to during the lesson?

| | |
|-------------------------|---|
| Component Focus: | Domain 2: _____ Domain 3: _____ |
|-------------------------|---|

Interview Protocol for a Pre-observation (Planning) Conference

Questions for discussion:

1. To which part of your curriculum does this lesson relate? (1e)
2. How does this learning "fit" in the sequence of learning for this class? (1b,1e,1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What do you want the students to understand? (1c, 1f)

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d,1e,1a)

6. How will you differentiate instruction for different individuals or groups of students in the class? (1d,1c)

7. How and when will you know whether the students have learned what you intend? (1f)

THE EXCELLENCE IN TEACHING PROJECT

FORM 3: UNIT ADMINISTRATOR'S NOTES FROM CLASSROOM OBSERVATION

(Administrators use this form or an alternate note-taking format to aid in gathering evidence during an observation.)

| Time | Actions and Statement(s) Questions by Teacher and Students | Component |
|------|--|-----------|
| | | |

THE EXCELLENCE IN TEACHING PROJECT

FORM 4: WRITTEN PROTOCOL FOR THE POST-OBSERVATION CONFERENCE

Reflection Questions

(Required as part of the post-observation conference)

The teacher is required to complete this form and turn it in to the appropriate administrator prior to or at the post-observation conference. Refer to the CPS Framework for Teaching to guide this reflection.

| | |
|---|--|
| Name of Teacher: | |
| School: | |
| Date of Classroom Observation: | |
| Date of Scheduled Post-Observation Conference: | |

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3d, 3c)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)
4. Did you depart from your plan? If so, how, and why? (3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)

FORM 5A: CLASSROOM TEACHER VISITATION**(Required)***This form is **required**. It should be used in conjunction with the "Post-Observation Framework Feedback Form" (Form 5B).*

Teacher's Name _____ Room _____ Date _____

School _____ Subject/Grade _____

(Place a (✓) or brief comment in the appropriate column.)

| | <u>Strength</u> | <u>Weak- ness</u> | <u>Does Not Apply</u> |
|--|-----------------|-----------------------|---------------------------|
| I <u>Instruction</u> | | | |
| a) Provides written lesson plans and preparation in accordance with the objectives of the instructional program. | _____ | _____ | _____ |
| b) Establishes positive learning expectation standards for all students. | _____ | _____ | _____ |
| c) Periodically evaluates pupils' progress and keeps up-to-date records of pupils' achievements. | _____ | _____ | _____ |
| d) Applies contemporary principles of learning theory and teaching methodology. | _____ | _____ | _____ |
| e) Draws from the range of instruction materials available in the school. | _____ | _____ | _____ |
| f) Exhibits willingness to participate in the development and implementation of new ideas and teaching techniques. | _____ | _____ | _____ |
| g) Provides bulletin board and interest areas reflective of current student work. | _____ | _____ | _____ |
| h) Exhibits and applies knowledge of the curriculum content related to subject area and instructional level. | _____ | _____ | _____ |
| i) Shows evidence of student performance and progress. | _____ | _____ | _____ |
| II <u>School Environment</u> | | | |
| a) Establishes and maintains reasonable rules of conduct within the classroom consistent with the provisions of the Uniform Discipline Code. | _____ | _____ | _____ |
| b) Maintains attendance book(s), lesson plans, seating chart(s), and grade book accurately. | _____ | _____ | _____ |
| c) Uses recommendations and suggestions from conference and special education staffings. | _____ | _____ | _____ |
| d) Encourages student growth in self-discipline and positive self-concept. | _____ | _____ | _____ |
| e) Makes students aware of the teacher's objectives and expectations. | _____ | _____ | _____ |
| f) Practices fairness in teacher-pupil relationships. | _____ | _____ | _____ |
| g) Exhibits an understanding and respect for students as individuals. | _____ | _____ | _____ |
| III <u>Professional and Personal Standards</u> | | | |
| a) Presents an appearance that does not adversely affect the students' ability to learn. | _____ | _____ | _____ |
| b) Demonstrates proper diction and grammatical usage when addressing students. | _____ | _____ | _____ |
| c) Uses sound and professional judgment. | _____ | _____ | _____ |

IV Local School Unit Criteriaa) *CPS Framework for Teaching* and related conferences (see attached)

b) _____

c) _____

V COMMENTS: _____

FORM 5A: ADDITIONAL OBSERVATIONS

(Required)

This form is required. It should be used in conjunction with the "Post-Observation Framework Feedback Form" (Form 5B).

Teacher's Name _____ Room _____

School _____ Subject/Grade _____

(Place a (✓) or brief comment in the appropriate column.)

| | <u>Strength</u> | <u>Weak- ness</u> | <u>Does Not Apply</u> |
|--|-----------------|-----------------------|---------------------------|
| I <u>School-wide Environment</u> | | | |
| a) Carries out daily routines and administrative requests. | _____ | _____ | _____ |
| b) Complies with the policies, rules, and regulations of the school system and of the building. | _____ | _____ | _____ |
| c) Participates in the program to improve student attendance. | _____ | _____ | _____ |
| d) Promotes anti-vandalism programs in the school. | _____ | _____ | _____ |
| II <u>Community Relationships</u> | | | |
| a) Uses appropriate resources available in the community. | _____ | _____ | _____ |
| b) Initiates appropriate conferences with parents, administrators, and/or ancillary personnel, in accordance with school procedures. | _____ | _____ | _____ |
| c) Performs professional responsibilities in an atmosphere of mutual respect with parents and other community members. | _____ | _____ | _____ |
| d) Communicates the academic progress, attendance and conduct of students to their parents. | _____ | _____ | _____ |
| e) Endeavors to understand the lifestyles and values of the school community. | _____ | _____ | _____ |
| III <u>Professional Responsibilities</u> | | | |
| a) Is punctual and regular in attendance to school and duty assignments. | _____ | _____ | _____ |
| b) Participates in in-service meetings and uses information and materials provided. | _____ | _____ | _____ |
| c) Exhibits cooperative attitude toward students, parents, community, and school personnel. | _____ | _____ | _____ |
| d) Adheres to the Rules of the Board of Education and policies and procedures of the Chicago Public Schools and the local school unit. | _____ | _____ | _____ |
| e) Makes proper use of professional preparation periods. | _____ | _____ | _____ |

IV Local School Unit Criteria

- a) *CPS Framework for Teaching* and related conferences (see attached)
- b) _____
- c) _____

V COMMENTS: _____

Evaluator: _____ Date: _____
 Signature

Teacher: _____ Date: _____
 Signature

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence during a conference, using this form **or** the printout from DS2.*

Domain 1: Planning and Preparation

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|---|
| <i>1a: Demonstrating knowledge of content and pedagogy</i> | Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| <i>Evidence</i> | | | | |
| <i>1b: Demonstrating knowledge of students</i> | Teacher demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| <i>Evidence</i> | | | | |
| <i>1c: Setting instructional outcomes</i> | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence during a conference, using this form **or** the printout from DS2.*

Domain 1: Planning and Preparation

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|---|---|
| <i>1d: Demonstrating knowledge of resources</i> | Teacher demonstrates little or no familiarity with resources, including appropriate technology to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. | Teacher demonstrates some familiarity with resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge. | Teacher is aware of the resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources, including appropriate technology in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| <i>Evidence</i> | | | | |
| <i>1e: Designing coherent instruction</i> <i>Use of appropriate of data</i> | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. |
| <i>Evidence</i> | | | | |
| <i>1f: Designing student assessment</i> | Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction. | Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence at the post-observation conference, using this form **or** the printout from DS2.*

Domain 2: The Classroom Environment

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|---|
| <i>2a: Creating an environment of respect and rapport</i> | Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |
| <i>Evidence</i> | | | | |
| <i>2b: Establishing a culture for learning</i> | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work. | Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work. | The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for and knowledge of students' diverse cultures, with students demonstrating pride in their work. | High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Teacher and students demonstrate high levels of respect for and knowledge of diverse student cultures. |
| <i>Evidence</i> | | | | |
| <i>2c: Managing classroom procedures</i> | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence at the post-observation conference, using this form **or** the printout from DS2.*

Domain 2: The Classroom Environment

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|-------------------------------|--|--|--|--|
| 2d: Managing student behavior | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| Evidence | | | | |
| 2e: Organizing physical space | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities. | Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective. | Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable). | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |
| Evidence | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

The building should collaboratively develop a school-wide plan to ensure positive student behavior.

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence at the post-observation conference, using this form **or** the printout from DS2.*

Domain 3: Instruction

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|--|--|
| <i>3a: Communicating with students</i> | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions. |
| <i>Evidence</i> | | | | |
| <i>3b: Using questioning and discussion techniques</i> | Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. | Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful. | Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| <i>Evidence</i> | | | | |
| <i>3c: Engaging students in learning</i> | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures. | Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence at the post-observation conference, using this form **or** the printout from DS2.*

Domain 3: Instruction

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|---|---|
| <i>3d: Using Assessment in Instruction*</i> | Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students,* monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| <i>Evidence</i> | | | | |
| <i>3e: Demonstrating flexibility and responsiveness</i> | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand. | Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students. | Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests. | Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

Updated July 9, 2008

*It is acknowledged that when student assessment data that accurately measure student growth are available, student learning outcomes will be addressed and incorporated into the system.

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence at the post-observation conference, using this form **or** the printout from DS2.*

Domain 4: Professional Responsibilities

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|--|--|
| <i>4a: Reflecting on Teaching</i> | Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson. | Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved. | Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies. |
| <i>Evidence</i> | | | | |
| <i>4b: Maintaining Accurate Records</i> | Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion. | Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective. | Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective. | Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance. |
| <i>Evidence</i> | | | | |
| <i>4c: Communicating with Families*</i> | Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. | Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

FORM 5B: FRAMEWORK FEEDBACK FORM

*Administrators share their Framework evidence at the post-observation conference, using this form **or** the printout from DS2.*

Domain 4: Professional Responsibilities

| Component | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|---|---|
| <i>4d: Participating in a Professional Community</i> | Teacher avoids participating in the job-embedded** professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues. | Teacher becomes involved in the job-embedded** professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues. | Teacher participates actively in the job-embedded** professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues. | Teacher makes a substantial contribution to the job-embedded** professional community, and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues. |
| <i>Evidence</i> | | | | |
| <i>4e: Growing and Developing Professionally</i> | Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Teacher's participation in job-embedded** professional development activities is limited to those that are convenient or are required. | Teacher engages in opportunities for job-embedded** professional development that is based on a self- assessment of need. | Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers. |
| <i>Evidence</i> | | | | |
| <i>4f: Demonstrating Professionalism</i> | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to child-centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to "get by." | Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations. | Teacher assumes a leadership role in ensuring that school practices, decisions and procedures ensure that all the students' interests are addressed. Teacher displays the highest standards of ethical conduct. |
| <i>Evidence</i> | | | | |

NOTE: The CPS Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

FINAL – 9/2/2008

***It is understood that the support of the building administrator is essential for the teacher to be successful**

****Job-embedded** means during the school day - Participation in school or district events outside of the school day will not affect the teacher's summative rating.